



# Electronic Data Reporting Template

## Guidance Activities Results Report (Large Group)

**School:** Diamond Fork Junior High School

**Target Group:** All Ninth Grade Students

**Target Group selection is based upon:** Needs Assessment

**Key Word:** Four-year Plan

### ABSTRACT

As a new junior high school, we wanted to insure that all ninth grade students would have a four-year plan to help them “understand how they are progressing” and “learn the importance of work” which are two of the identified needs from our needs assessment. As part of the SEOP process, a counselor met individually with every ninth grade student (and parents when possible) to encourage them to access information on SIS+; introduce them to Utah Mentor and Utah Choices; discuss career pathways; and develop a four-year plan for high school and post-secondary training. We used an exit survey to assess the value of the activity for students and parents. We were able to meet with 100% of the ninth grade students and 65% of the parents. We were pleased to find that 100% of the parents and 99.9% of the students rated the activity as “beneficial” and said that the activity had “answered all questions” at this point of their future planning.

### PROJECT DESCRIPTION

#### Introduction

The Utah CCGP Student Outcomes we identified were:

- Improve academic self-concept.
- Understand the relationship between learning and life/career success.
- Achieve goals through the implementation of an SEOP.
- Understand the opportunities available and know how to access an array of post-secondary options.
- Locate and evaluate life/career information.
- Learn to make life/career decisions and set goals to achieve life/career plans.

#### Participants

- 302 ninth grade students participated which included students who moved out and students that moved in during the year. 208 parents participated.
- The target group was all ninth grade students and their parents.

#### Method

- Guidance lesson content and curriculum was individualized, but included the statewide Career Information Delivery System (CIDS), CTE Pathways, SIS+, internet resources and student performance records.
- Materials included access to CIDS, a written four-year plan, Utah Mentor brochures, and handouts on CTE Pathways.
- Project start date was Sept. 25, 2007 and end date was Feb. 4, 2008.
- This activity was held individually with each student and parents.
- Results were measured by an exit survey.

### RESULTS

The exit survey indicated that 100% of the parents and 99.9% of the students rated the activity as beneficial. One hundred percent of students and parents indicated that all of their questions had been answered at this point in their future planning.

Comments on the surveys included: “Thank you for all the great information,” “I really liked this because it shows me ways to go to college and finish school,” “Good to learn about options & directions before entering high school,” “I feel like I understand more and am enlightened & excited,” and “This is a great thing for not only the kids but parents. Thanks for your help.”

### DISCUSSION

We plan to continue this activity and introduce a new presentation to 8<sup>th</sup> grade students next year.



# Electronic Data Reporting Template

## Closing the Gap Results Report (Small Group)

**School:**

**Target Group:**

**Target Group selection is based upon:**

**Key Word:**

### ABSTRACT

In our study we selected all of the students in our school who received a failing grade on their mid-term report card during first term. We as counselors met individually with each student to help them develop a plan to avoid getting a failing grade by the end of the term. Many of our students were not aware of the many forms of assistance that our school offered students who were struggling with grades. In many cases parents were also contacted and included in the plan to help their students increase their grades. When students left our office, they not only had set goals for improvement, they had many strategies they could use to help them. We found significant improvement in the number of students who avoided failing grades as a result of this program.

### PROJECT DESCRIPTION

All students who are receiving one or more failing grades at mid-term the first term of the year will meet individually with their counselor to develop an individual plan to avoid getting any failing grades by the end of the term.

#### Introduction

- Competency I: Knowledge of the influence of a positive self-concept.
- Competency V: Understanding the relationship between work and learning.
- Competency IX: Skills to make decisions.
- ASCA Standards: Academic A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.
- Personal B: Students will make decisions, set goals, and take necessary action to achieve goals.

#### Participants

- All students with one or more failing grades at first progress report.

#### Method

- Individual meeting with each student in the target group to develop an improvement plan which may include one or more of the following interventions: tracking, skill building, tutoring, consultation with teachers, behavior contract, parent meeting, referral for evaluation of special education services, individual or group counseling.
- Coordination with student assistance program including tracking and skill building.
- Consultation with individual teachers.
- Presentation of goals and results in faculty meeting.
- Start Date: 9/25/07 End Date: 10/25/07
- Comparison of pre/post academic records within targeted groups of students receiving individual and/or group counseling and other interventions.
- All counselors at our school were involved in the project.

### RESULTS

The number of students with failing grades was reduced by 48% from mid-term grades to final grades.

### DISCUSSION

The interventions appear to help nearly half of the target students to develop better patterns of academic success. Hopefully, students will continue using the intervention strategies in the future to have greater academic success.



## Electronic Data Reporting Template

### Guidance Activities Results Report (Large Group)

**School:** *Mapleton Junior High*

**Target Group:** *Entire 7<sup>th</sup> grade student body*

**Target Group selection is based upon:** *School Improvement*

*Goal to help students improve their study skills*

**Key Word:** *Study Skills*

### ABSTRACT

The purpose of this large group data project was to help students see the benefits of effective study as well as presenting them with effective tips for best time, place, and methods to study. Expected results would be improved study skills for 7<sup>th</sup> grade students measured by completed assignments, assignments turned-in on time, and increased assignment scores. This information will be collected from 7<sup>th</sup> grade teachers.

### PROJECT DESCRIPTION

#### Introduction

- School Improvement Plan Goal to improve student study skills
- CGP Student Outcome Academic Learning Development
- CGP Student Outcome Personal/Social Development

#### Participants

- Entire 7<sup>th</sup> grade student body, 329 students.

#### Method

- Counselors will present a series of lessons beginning Oct. 1, 2007 in English Classes
- 7<sup>th</sup> grade English teachers will be presented with a time frame for counselor presented lessons and asked for support.
- Students will be presented with a where does time go? Planning sheet.
- Students will be presented with a where is the best place for me to study planning sheet?
- Students will be presented with time scheduling suggestions and tips for effective study sheets.
- Students will be presented with suggestions from 4.0 student results.

### RESULTS

Based on the pre and post where does time go and where is the best place for me to study planning sheets, 80 students said they implemented suggestions for increasing study time, and 95 students commented that they had changed their place of study.

7<sup>th</sup> grade teachers reported that a small percentage of their struggling students improved in turning-in assignments on time and improved assignment scores after counselor lessons were presented. The majority of students continued to demonstrate the same study habits based on teacher comments regardless of counselor presentations.

## **DISCUSSION**

Through discussion and classroom presentations, only a small percentage of students said they changed their study habits. A key component to study skills success appears to be outside school support as based on our small group data findings as well as student motivation/maturity. Due to these findings and need for continued study skills improvement, additional school support and resources are being developed and implemented. Such resources will include a skills for success class, an advisory period, and a teacher support team for academic improvement. Counselors will continue to work with academically struggling students and provide one on one study skills support.



## **Electronic Data Reporting Template**

**Closing the Gap Results Report (Small Group)**

**School: *Mapleton Junior High School***

**Target Group: *All 9<sup>th</sup> grade students having maintained 4.0 GPA throughout their entire time at Mapleton Junior High***

**Target Group selection is based upon: *School Improvement Plan for improved student Academic Success, Utah CGP Student Outcome for Academic Learning Development, and Personal/Social Development.***

**Key Word: *Academic Success***

### **ABSTRACT**

As a result of our School Community Council wanting to see why some students are able to succeed academically and others are not, 56 ninth grade students who had maintained a 4.0 grade point average their entire time at Mapleton Junior High were interviewed and asked to identify their methods for success. The results of the interview were then shared with the entire 7<sup>th</sup> grade student body as part of our Large Group Data Project.

### **PROJECT DESCRIPTION**

#### **Introduction**

- Utah CGP Student Outcome for Academic Learning Development
- Utah CGP Student Outcome for Personal/Social Development
- 4.0 Students will be able to identify and recognize their secrets/skills/methods for academic success in order to help other students.

#### **Participants**

- 56 Ninth grade students identified as having maintained a 4.0 GPA during their entire Junior High experience.

#### **Method**

- Through academic history reports and transcripts, 56 9<sup>th</sup> grade students were identified as having received a 4.0 GPA throughout the 7<sup>th</sup>, 8<sup>th</sup>, and beginning of their 9<sup>th</sup> grade year.
- A letter was sent home asking parental permission for counselors to interview these students.
- Classroom teachers were asked to accommodate students leaving their class in order to meet with counselors.
- A series of questions were created to ask these students.
- All 56 students were interviewed by counselors and asked a series of questions regarding their academic success.
- Answers were recorded and tallied.

## RESULTS

The following questions and results were recorded:

### **How have you been able to maintain a 4.0?**

Top three answers in this order:

1) Turn in assignments on time 2) Go to and listen in class 3) Study for tests

### **Why are grades important to you?**

Attending college was the biggest factor. 46 out of 56 have plans to attend college. 24 out of the 46 planning on college have a specific school in mind.

### **Do you get any type of reward for getting good grades?**

Only 11 of the 56 receive some type of monetary reward for achieving a 4.0. These rewards ranged from a nice dinner to 100\$.

### **How do you organize your work?**

44 out of the 56 students have created a separate section for each class in one way or another. Most of the students use a binder and have a separate folder for each class. Students also suggested having a whiteboard in their locker to remember homework and also having a separate folder just for homework.

21 of the 56 students use a planner. 10 of the 21 use it daily, 5 of the 21 use it weekly, and 6 of the 21 use it only for major assignments and tests.

54 of the 56 students check their grades on the electronic grading system via the internet. 28 of the 54 check it at least once a week, 20 of the 54 check it at least once a month, and 6 of the 54 check it at least once a term or as needed.

### **When do you do your homework?/ Do you have outside of school support or help with homework?**

46 of the 56 students do their homework as soon as they get home from school.

52 of the 56 students have outside of school support to help with homework

### **What do you do if you do not understand something during class?**

53 of 56 ask either another student or the teacher as a first response.

3 of the 56 confront the textbook as a first response.

### **Are you involved in lessons, teams, or clubs at or after school?**

49 of the 56 were involved in at least one of the above. 7 of the 56 were not involved in any.

27 of the 49 were involved 1 or 2 activities.

22 of the 49 were involved with 3 or more activities.

## DISCUSSION

Data would suggest that academically successful students have similar habits when organizing their work, when they do their work, and how they ask for help when not understanding a concept. Data would also suggest that the majority of these students have a support system outside of school where they can receive help. The majority of these students are self-motivated and check their grades/assignments on a regular basis.

This information will be shared with the School Improvement/Community Council members and the entire 7<sup>th</sup> grade student body. The hope is that this information will give academically struggling students some suggestions and tools to improve.



## **Electronic Data Reporting Template**

### **Guidance Activities Results Report (Large Group)**

**School:** Mt. Nebo Jr. High School, Nebo School District

**Target Group:** All students and parents

**Target Group selection is based upon:** School survey regarding safe internet use among students.

**Key Word:** Internet Safety

### **ABSTRACT**

At MNJHS the counselors have had some incidents regarding safety issues with our students on the internet. We have had several students talking to us about what their friends were doing and posting on the internet. We have also had students leave school grounds to meet people that they have conversed with on the internet. As counselors we became concerned with the level of personal information our students were posting in chatrooms and on social websites. An internet safety program was created and an assembly was presented to all of our students and their parents/guardians in our community. We also sent home internet safety brochures to every student's household in our school. This brochure included tips on how parents can help to keep their students safe from online predators.

### **PROJECT DESCRIPTION**

Mt. Nebo Jr. High students and their parents attended an internet safety assembly on April 8 based on the Netsmartz, and Netsafe Utah internet safety programs. The Payson Police Department also came and presented internet issues and safety tips at the assemblies. Each parent was mailed home an internet safety brochure that included survey results of internet use from our school, and internet safety tips.

### **Introduction**

- The MNJHS internet safety program was created in order to assist our students in keeping themselves as safe as possible when using the internet and social sites.
- Safe environment for student learning was the (DRSL) used.

### **Participants**

- All 7<sup>th</sup>, 8<sup>th</sup>, and 9<sup>th</sup> grade students (797 students)
- All parents with students at this school
- Faculty at our school

### **Method**

- Netsmartz, Netsafe Utah, Payson police department, and internet safety tips were used to create our assembly
- Survey results regarding internet use among MNJHS students
- Training of counselors by Netsmartz
- Began March (2008) and ended April (2008) and will be presented every school year
- 4 assemblies were presented throughout the day on April 8 including one at night for parents
- Evaluation measured by feedback received by students, parents and community, and by number of incidents reported.
- Bethany Marker, David Hiatt, Courtney Olsen: Counselors

- MNJHS brochure sent home to every parent or guardian with a student(s) at our school

## RESULTS

Changes in behavior:

- Increased awareness of internet safety among students and parents
- Feedback from parents and knowledge of internet dangers increased after the assembly,
- Students reported changing their blogs and social sites to private so that only friends and family are allowed to view
- 75% increase of students reporting solicitations and incidents regarding the internet
- Parents and students possess basic knowledge of safety tips to follow on the internet

## DISCUSSION

This was the first year that MNJHS presented an internet information and safety program to the school and community. Students and parents are now aware of some of the risks of posting personal information on the internet, as well as how to best keep students safe while using the internet. Students have gained knowledge of who to report to if someone is harassing them or making them feel threatened through the internet. Internet safety tips were sent to all students and parents, and positive feedback has been received regarding the assemblies and brochures. Most students and parents felt that this program contained important information and we have been encouraged to present an internet safety program every year.





## Electronic Data Reporting Template

### Closing the Gap Results Report (Small Group)

**School:**

**Target Group:**

**Target Group selection is based upon:**

**Key Word:**

### ABSTRACT

The HOPE Squad is a group of about 45 students grade 7-9 who meet monthly to train in suicide prevention, and other service projects. We expect the students on the squad to gain knowledge and tools to help students in crisis. In a pre and post test, we can measure that the students on the squad had a 10.7% increase in knowledge regarding youth suicide prevention.

### PROJECT DESCRIPTION:

Students were nominated by their peers to be a part of the HOPE squad based on how easy they were to talk to in a crisis. The students met for an initial 90 minute training about group dynamics and suicide prevention. The training focused heavily on adult referrals. They took a pre test in the beginning of the year to determine their knowledge about the subject. They met monthly for trainings, role plays, and other service projects with counselors. They took a post test toward the end of the year to determine their knowledge again. The squad helped refer students who were depressed or suicidal to counselors at the school.

### Introduction

- Safe environment for student learning (DRSL)
- Students will feel safe with each other in times of crisis and in referring to a school counselor

### Participants

- 15 students per grade: 45 students total
- The students on the squad as well as the total student body

### Method

- Student trainings done by counselors from the HOPE squad manual
- Staff training by HOPE task force from Provo District
- Community training by HOPE task force
- Began October, ended in May, will resume next school year
- Pre/Post test for evaluation
- Courtney Olsen, David Hiatt, Bethany Marker: counselors
- Curriculum from the Manual put together by Provo District HOPE task force

### RESULTS

**Competency Data:** The students on the HOPE Squad scored an average of 8.8 out of 10 on the pre-test in October. On the post-test in March, students scored an average score of 10.46. This was an increase of 1.18 points for a 10.7% increase in student knowledge.

**The test determined the student's knowledge of youth suicide statistics and what to do when faced with a student in crisis.**

## **DISCUSSION**

This was the first year that MNJHS participated in the HOPE program. We were very happy with the results of the squad in our school. It improved the atmosphere of our school by letting students know that there were students to turn to when they were feeling emotionally overwhelmed. The students on the squad felt comfortable and prepared to refer those students to adult helpers, particularly the school counselors. We were able to get many student referrals this way and get students to doctors or hospitals when needed. The research shows that having an open communication environment when dealing with feelings of suicide lessens the tension in the suicidal student, and allows them to get help rather than attempting to harm themselves. The squad was also able to participate in service projects such as food drives for the community. The feedback from the students was positive, and most felt that it was a worthwhile endeavor and would like to continue serving next year. For improvement: we would like to decrease the amount of students on the squad to make it more manageable as well as having a student council within the squad.



## Utah Comprehensive Counseling and Guidance

### Guidance Activities Results Report (Large Group) 2007-2008

**School:** Spanish Fork Junior High

**Target Group:** Eighth grade

**Target Group selection is based upon:** School Improvement goal- Resource Literacy

#### ABSTRACT

In this study 392 eighth grade students were instructed on the Utah Mentor career center. Participants were introduced to the Utah Mentor program and each student created a password and log in information. The career center section of the program was explored and each student completed the Career Interest Inventory. The information was collected and added to their SEOP file. This information was discussed during individual SEOP'S. The self reported results indicated that the students had become familiarized with not only career interest but also the Utah Mentor Program that would help them in high school with college selection and test preparation

#### PROJECT DESCRIPTION

##### Participants

- All eighth grade students (392) during their U.S. History class
- All Eighth graders

##### Method

- Career Interest Inventory and Holland Code's
- Utah Mentor and Holland Code
- March and April 2007
- US History classes
- Evaluation Methods- a self report survey at the end of each class period

#### RESULTS

Out of the 392 eighth grade students that were given the survey, 366 students returned them. Twenty six surveys were lost or just not turned in. The students were asked to self report how useful the career interest survey was and how helpful that the Utah Mentor program would be to them in the future. 80 % felt like the interest survey was fun and useful and 65% reported that they would use Utah Mentor in the future.

#### DISUSSION

The data tells us that eighth grade students not only need to find out about career interests, but that they think that it is "fun" This is very valuable information for us. On the self report surveys the use of the word "fun" occurred 139 different times when referring to the Career Interest Survey. We feel like the 65% who reported that they will use it in the future will increase when they move on to the high school. Our feeder high school uses Utah Mentor and all students will be exposed to it numerous times in the future. We feel that by being exposed as much as possible to Utah Mentor, the students will at the very least know of resources to receive ACT test preparation, career information and college entrance requirements

**Closing the Gap Results Report (Small Group)**  
**School: Spanish Fork Junior High May 1, 2008**  
**Target Group: Small Group- 30 ninth grade students**  
**Target Group selection is based upon: English Grades**  
**Key Word: Successful Learner**

## **ABSTRACT**

In this study, ninth grade students who had not received credit for English during the year, were counseled to enroll in an after school make up class. These students were involved in extensive counseling and study skills instruction as well as writing and reading strategies. Credit was awarded to students after the completion of twenty days of class time and five units of curriculum completed. The results suggest that with individual tutoring and improving study skills students overall school status improved. This success will enable these students to continue into the next grade level with no credit deficiency.

## **PROJECT DESCRIPTION**

### **Introduction**

School Improvement Goal: A successful Learner

Identify and assist ninth grade students who have failed English to regain credit in order to continue towards high school graduation.

### **Participants**

- 30 ninth grade students who had previously failed at least 1 term of ninth grade English.
- Low academic ninth grade students

### **Method**

- Study skills curriculum and English core curriculum
- October 30, 2007 to May 15, 2008
- English make up class taught after school for twenty days each term.
- Evaluation methods- Determined by English grades from placement and English grade at the end of the class.
- Mrs. Brown and Mr. Jackson (counselors) and Mrs. Betts (English Dept. head).
- Study Skills curriculum (counselor's) English core curriculum.

## **RESULTS:**

The results were extremely positive for the after school credit make up class. Out of the 30 students that participated through out the year, only eight did not complete the class requirements. Twenty two students received .25 English credit. The students study skills improved dramatically as indicated by their grades resulting from an improvement in completing and turning in assignments.

## **DISCUSSION:**

The data tells us that this program needs to be continued at our school. Twenty two out of thirty students completed the course work for English credit. The students enjoyed the tutoring and the individual attention. They told us "this is the first time that English makes sense to me and I can write a real essay now". The course made them feel like we cared about their future. The credit they earned will help them progress toward high school graduation.



# **Electronic Data Reporting Template**

## **Guidance Activities Results Report (Large Group)**

**School:** Springville Junior High

**Target Group:** Ninth Grade Class

**Target Group selection is based upon:** School Needs

Assessment, CCGP State Survey and DRSL #1

**Key Word:** Utah Mentor

## **ABSTRACT**

In this study all ninth grade students (240) at Springville Junior High took the career interest inventory in the Utah Mentor program to encourage career exploration. This study was selected based on the results of the most recent needs assessment and the state CCGP survey, which indicated that students at Springville Junior High needed additional career exploration activities. After completing the inventory students were able to identify careers associated with their interests. The results of the inventory have been used during SEOP conferences and will be placed in the SEOP file to be used during their high school experience.

## **PROJECT DESCRIPTION**

### **Introduction**

- In the state CCGP survey our students identified career activities as a weakness in our program. A recent needs assessment also indicated that our students could benefit from additional career development activities. After reviewing available resources it was decided to use the interest inventory within Utah Mentor to provide and opportunity for ninth grades students to conduct meaningful career exploration.

### **Participants**

- Most of the career activities at our school occur during Introduction to CTE in the 7<sup>th</sup> grade, so for this activity the ninth grade class was selected to participate during their geography class.

### **Method**

- A worksheet was devised that guided students in the creation of a login ID and password in the Utah Mentor program. Students were asked to take the inventory and complete the brief worksheet that had them list their greatest areas of interest and the careers that matched their interests. Students then provided salary, job-outlook, and other information for the three careers that they were most interested in. The worksheets were gathered and placed in an SEOP file to be used during SEOP conferences during their high school years.

## **RESULTS**

Ninety-five percent of the ninth grade students completed the activity and identified their areas of greatest interests and the corresponding careers that match their interests. Many students indicated that they enjoyed the activity and liked some of the other components in Utah Mentor.

## DISCUSSION

Although this activity was rather simple it has paid dividends with parents and students. The worksheet which included identified areas of interest and matching careers was interesting to parents and made SEOP conferences more meaningful. The information from the activity has been placed in an SEOP file that can be used for the next several years at the high school.



## **Electronic Data Reporting Template**

### **Closing the Gap Results Report (Small Group)**

**School: Springville Junior High**

**Target Group: Low Academic Achievers**

**Target Group selection is based upon: Credit Deficiency**

**Key Word: Study Hall**

### **ABSTRACT**

The purpose of this study was to determine the effectiveness of a study hall class in improving students' grade point averages. 16 students were selected to participate in the study hall during the first semester, and 12 students were involved during the second semester. These students had a 45 minute period during the school day to study or work on homework assignments and they had access to individual assistance from the teacher. They also received daily reviews of their academic progress. It was anticipated that these students would experience a significant increase in GPA, however the results of the study showed otherwise. Measurement consisted of a GPA evaluation at the end of each term. Of the 16 students who were in the study hall first semester, 4 showed increases in their GPA, 1 remained the same, and 11 showed decreases in GPA. Of the 12 students who were in study hall second semester, 9 showed increases in their GPA, while 3 showed decreases in their GPA.

### **PROJECT DESCRIPTION**

#### **Introduction**

- One of Springville Junior High's desired results for student learning is that students will be successful learners.
- The purpose of the study hall was to provide an opportunity for students who struggle academically to receive extra help, with the intent that students could raise their grades and experience greater academic success.

#### **Participants**

- For the first semester study hall, 16 students were chosen from the 8<sup>th</sup> and 9<sup>th</sup> grade who were deficient in credit from the previous year. These students were required to participate in the study hall.
- For the second semester, 12 students were chosen from the 7<sup>th</sup>, 8<sup>th</sup>, and 9<sup>th</sup> grade who had failed multiple classes during the first two terms or who were at risk of failing and expressed an interest in receiving additional support. Participation was optional, and students were selected based on their willingness to utilize the resources available.

#### **Method**

- All counselors identified students who might benefit from participation in a study hall.
- Students were placed in a 45 minute study hall during one of the last two periods of the school day, for the duration of a semester.
- Students received daily reviews of their academic progress, and one-on-one assistance with assignments.
- GPA's were evaluated before and after participation in study hall.

## RESULTS

In the first semester study hall, only four of the sixteen students experienced an improvement in their GPA. Eleven students experienced a decrease in their GPA, and one student's GPA remained the same. In the second semester study hall, nine of the twelve students enrolled experienced an increase in GPA, while three students' GPA decreased.

## DISCUSSION

The results of this study offer conflicting implications. The first semester GPA evaluation suggests that the study hall was essentially ineffective in helping students to experience greater academic success. In contrast, the second semester GPA evaluation implies that the study hall was an effective resource to help students improve their grades. In comparing the two semesters, the main difference was the group of students who were chosen to participate. The students chosen first semester were required to be in the study hall. Many of them did not want to be there, and chose not to take advantage of the opportunity. For the second semester, students were chosen to participate based not only on need, but on their willingness and commitment to utilize the time and resources to their advantage. This seemed to have a significant impact on the results, increasing the success rate from 25% to 75%.